SRSCOP013B: Develop a career goal setting plan

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| Description  This unit has been developed for the Sport Industry Training Package. This unit covers the knowledge and skills required to identify the different types of goals, and the key elements of developing, implementing and reviewing goals.  Unit Sector  Career Oriented Participation  Performance criteria   |  |  |  |  | | --- | --- | --- | --- | | **Element** | |  | **Performance criteria** | | 1. | Collect information to develop a career goal setting plan |  | |  |  | | --- | --- | | 1.1 | Identify and document the different ***types of goals*** | | 1.2 | Identify and document the ***purpose*** of goal setting | | 1.3 | List the ***key elements*** of goal setting for inclusion in the plan | | | 2. | Develop a career goal setting plan |  | |  |  | | --- | --- | | 2.1 | Include long, medium and short term goals | | 2.2 | Include tasks to meet the aims and is realistic | | 2.3 | Take account of all collected information | | | 3. | Evaluate the plan |  | |  |  | | --- | --- | | 3.1 | Determine the ***parameters of evaluation*** | | 3.2 | Accept feedback and suggestions constructively | | 3.3 | Identify areas where adjustment is needed and agree upon ways of incorporating these adjustments | | 3.4 | Adjust career goal setting plan incorporating the new information | |   Key competencies   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Key Competency** |  | **Example of Application** |  | **Performance Level** | | Communicating ideas and information |  | Consider goals to achieve |  | 1 | | Collecting analysing and organising information |  | Collect relevant information for a career plan |  | 2 | | Planning and organising activities |  | Develop a career plan based on information collected |  | 2 | | Working with others and in teams |  | Seek advice regarding career plan from others |  | 1 | | Using mathematical ideas and techniques |  | Not applicable |  | 0 | | Solving problems |  | Make adjustments to plans with new information |  | 2 | | Using technology |  | Use computer and Internet to assist development of plan |  | 1 |   Range statement  The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:   |  |  |  | | --- | --- | --- | |  |  |  | | Key elements of goal setting |  | * specific * measurable * action-oriented * realistic * time-frame * process of goal setting   + identification   + writing a goal statement * S. M. A. R. T. goal principles   + Specific   + Measurable   + Achievable   + Realistic   + Time-line | | Parameters of evaluation |  | * review   + timeframe for review and notification of key parties   + seek feedback   + gather relevant information * evaluation   + measure progress and set goals   + identify limiting factors to achievement   + make modifications   + reset timeframe for goals | | Purpose |  | * plan * clarification * motivation | | Types of goals |  | * short term * medium term * long term |   Evidence guide  The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.   |  |  |  | | --- | --- | --- | |  |  |  | | **Critical aspects of evidence to be considered** |  | * Assessment must confirm sufficient knowledge of the different types of goal setting and their purposes * Assessment of performance should be over a period of time covering all categories from the Range Statements * Assessment must confirm the ability to apply knowledge and appropriate techniques to   + develop a career goal setting plan that incorporates short, medium and long term goals   + develop an action plan to review and modify the career goal setting plan as necessary | | **Interdependent assessment of units** |  | * This unit must be assessed after attainment of competency in the following unit(s)   + Nil * This unit must be assessed in conjunction with the following unit(s)   + Nil * For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   + Nil | | **Required knowledge and skills** |  | * Required knowledge   + Knowledge of decision making and conflict resolution strategies and procedures for prioritising your goals * Required skills   + Problem solving strategies to know how set realistic goals to aim for in your career and to identify pathways to achieving these aims   + Communication skills (verbal and listening) in order to effectively understand the presented information and use this to accurately develop a career goal setting plan   + Negotiation skills to negotiate career advancements | | **Resource implications** |  | * Physical resources - assessment of this competency requires access to   + documentation of goal setting for the work environment * Human resources - assessment of this competency will require   + personnel with career oriented participant competency at the appropriate level   + personnel to be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area   + personnel to have attained the National Competency Standards for Assessment BSZ401A, BSZ402A and BSZ403A | | **Consistency in performance** |  | * Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant | | **Context for assessment** |  | * This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance * This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes * Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons | |